

School Year: **2019-20**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Sunny Sands Elementary
<b>Address</b>	69-310 McCallum Way Cathedral City, CA 92234-2933
<b>County-District-School (CDS) Code</b>	33671736108450
<b>Principal</b>	Pamela Horton
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	July 1, 2018- June 30, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	October 17, 2019
<b>Local Board Approval Date</b>	November 26, 2019

☒ This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The Sunny Sands School community is dedicated to providing an outstanding elementary school program that will enable all children to realize their maximum potential in order to lead productive lives as responsible, informed citizens. We will provide a safe, nurturing environment that inspires individual excellence and integrates the strengths of our diverse community.

Our mission/goal is to prepare each student to master their grade level Common Core Standards in English Language Arts, Mathematics, and grade level standards in Social Studies, Science, the Performing Arts, Physical Education, and English Language Development by providing an educational program based on the California State Frameworks, current educational research, and best practices. The ultimate goal is to help prepare students to master the Core College and Career Readiness Standards by the time they graduate from high school.

Sunny Sands Elementary School and the Palm Springs Unified School District work cooperatively in creating Units of Study and Interim Assessments, as well as using DIBELS Benchmark Assessments, and other short cycle assessments that will monitor student progress throughout the school year. Sunny Sands Elementary School and the Palm Springs Unified School District will work cooperatively to monitor and revise the school plan annually so that it is designed to meet the needs of all Sunny Sands Elementary School students.

## School Profile

Sunny Sands Elementary School is in Cathedral City, California, a community in the Coachella Valley located within Riverside County. Sunny Sands is one of 16 elementary schools in the Palm Springs Unified School District. Sunny Sands serves appropriately 740 students in Transitional Kindergarten through Fifth grade. Our dedicated staff enjoys teaching and working with a diverse student population. We have children who speak many languages with Spanish being the most dominant. Over fifty percent of our students are English Language Learners and we offer our ELL students daily English Language Development and Spanish support as needed. All students receive free breakfast and lunch and 96% of our students attended Sunny Sands the entire 2018-2019 school year. The Sunny Sands staff believes in strong home to school communication and we strive to work in partnership with our families. The Sunny Sands website provides parents with up-to-date information about school activities, grade level events, educational websites, and announcements.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sunny Sands Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. Sunny Sands School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.



# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

### SSC Election Dates and Results:

August 8, 2018—Five new teachers and staff were elected to the School Site Council –Luz Rocha, Flori Trinidad, Sheryl Lehmann, and Ramona Frost. Staff self-nominated themselves and were approved unanimously by the staff.

Site Council Nominations were sent home on August 10 and accepted through August 17, 2018.

Ballots were distributed on August 18, 2018 and accepted through August 22, 2018.

August 23, 2018 –Five new parents were elected onto the School Site Council- Maria Herrera, Jessica Huerta, Carmen Elias, Quartez Wynn, and Flor Calvillo

### SSC Meeting Dates and Topics:

September 13, 2018 the new School Site Council received training on the roles and responsibilities of a School Site Council member. Training was provided by Mr. Herb Claggett, the PSTA President. School Site Council also reviewed and approved the bylaws and chose the Chairperson, Vice-Chairperson and Secretary of the Council. Meeting dates for the 2018-2019 school year was distributed. The minutes from the May 2018 meeting were approved.

October 18, 2018 the School Site Council met and reviewed new SBAC data that had been added to the school plan. Goals from the school plan were reviewed with the Site Council along with the expenditures that were approved back in May of 2018 by the last School Site Council on how site funds were being spent to meet the three goals, of increased Student Academic Achievement, Increased parent /community involvement, and a safe learning environment. School Site Council asked questions regarding the budget and the goals and approved the new Plan for the 2018-2019 school year. The minutes from the September 13, 2018 meeting were reviewed and approved. A Core Function Survey was completed by the group.

February 21, 2019 -- Mr. Marc Arnold, Director of State and Federal Projects with Palm Springs Unified presented the District's LCAP plan. The School Site Council discussed and voted on the termination of two parent members (Flor Calvillo and Maria Herrera) who have not fulfilled their commitment as per the SSC Bylaws and missed two consecutive meetings and have not returned phone calls. SSC decided to invite the remaining parents on the August 2018 ballot with the next number of votes onto the SSC, if these parents were not interested then new SSC nominations and voting will take place. The Comprehensive Safe School Plan was reviewed and discussed. The SSC was given the new budget for the 2019-2020 school year and the Council brainstormed ways to eliminate \$38,000 dollars of expenditures from the plan that would not affect the meeting the school goals. Elimination of a Bilingual Instructional aide, reduced material spending and Teacher Stipends for the McCallum Theatre Aesthetic Learning Institute and after-school tutoring was eliminated from the 2019-2020 plan.

May 2, 2019 – Reviewed the School Plan including CAASSP results and the School Budget.

### 2nd SSC Election Dates and Results:

February 22, 2019 the remaining parent members on the ballot were contacted and one agreed to be part of School Site Council.

February 25, 2019 -- School Site Council nomination letter sent home and accepted through February 28, 2019.

March 1, 2019 – Ballots were distributed and accepted through March 8, 2019.

March 10, 2019 – One new Site Council member was elected – Delia Martinez.

March 12, 2019 a resignation letter from parent Jessica Huerta was received.

March 13, 2019—One new additional Site Council member was chosen based on the recent election—Jamie Couch.



#### **ELAC Meeting Dates and Topics:**

September 6, 2018—rescheduled (no parents showed up)

September 20, 2018 the first ELAC meeting of the school year was held. ELAC responsibilities and Officer responsibilities were reviewed. ELAC committee voted to become part of the School Site Council. Carmen Elias was voted as the DELAC representative and was also voted in on the School Site Council.

#### **PTG Meeting Dates and Topics:**

August 20, 2018 --Reviewed and updated Parent Involvement Policy, Reviewed SBAC/CAASSP Data and Elected New Officers.

January 28, 2019 -- Reviewed Comprehensive Safe School Plan

February 25, 2019 --Shared Site allocation Budget for the 2019-2020 school year and discussed impact on student programs and services.

#### **Leadership/Staff Meetings:**

August 8, 2018 -- Reviewed and discussed SBAC/CAASSP data with staff.

February 20, 2019 --Shared Site allocation Budget for the 2019-2020 school year and discussed impact on student programs and services. Grade levels provided input on budget cuts and proposal for the school plan.

May 1, 2019 -- Shared and discussed the 2019-2020 School plan with staff. Input was given on new plan and expenditures.

Based on the evaluation of the implementation and the effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California Dashboard, district benchmarks, and the Panorama survey , the SSC recommended the following revisions to the SPSA: Eliminating one Bilingual aide position and before and after-school intervention for students. SSC will maintain the following programs and services for the 2019-2020 school year: Teacher on Special Assignment, School Community Liaison, School Counselor, Software licenses (Read Naturally Live, Accelerated Reader & Brain Pop), Substitute Teachers, the McCallum Aesthetic Learning Institute and 5 Bilingual Instructional Aides.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities were identified through our needs assessment.

## **Needs Assessment – Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

## Greatest Progress

The review of state performance indicators on the California School Dashboard from Fall 2018 showed the following:

ELA results show that overall students maintained their progress but had no significant gains. Students in Grade 3 increased their performance by 4% and in students in 5th Grade increased their performance by 2.8%.

Math results showed that overall students made no significant gains. Students in Grades 3 and 5 increased their performance. Grade 3 saw an increase of 4.2% and Grade 5 saw an increase of 8.2%.

Sunny Sands also maintained a low Chronic Absentee rate as well as a low suspension rate.

Using this data, Sunny Sands plans for the 2019-2020 school year to continue working with the McCallum Theatre Aesthetic Learning Institute for enrichment opportunities, provide substitute teachers for data analysis and collaboration, provide a school counselor, community liaison and Teacher on Special Assignment to work with students, teachers and families as well as four bilingual aides. Teachers will also continue to provide Designated English Language support during the school day for 45 minutes, 4 days a week, will work with the consultant Kris Tom on increasing rigor in the classroom for ELA instruction and work with consultants on high impact math training.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Reviewing the California School Dashboard information, Sunny Sands overall in ELA was in the Orange Category and three sub-groups were performing in the "Red" and "Orange" categories in both ELA and Math. These sub-groups were the Hispanic, Socioeconomic Disadvantaged and Students with Disabilities. In both ELA and Math the Hispanic, and Socioeconomic Disadvantaged sub-groups both maintained but the Students with Disabilities sub-group went up 6.9% in ELA and 10.4% in Math but were still in the orange category.

During the 2019-2020 school year, Sunny Sands will continue to focus on great first instruction and targeted ELA intervention. Sunny Sands will also have Special Education teachers collaborate with their General Education colleagues and provide opportunities for Students with Disabilities to be main streamed and exposed to grade level materials. Also, Students with Disabilities will participate with the McCallum Aesthetic Learning Institute along side their grade level, General Education peers. All Teachers will attend rigor training with Consultant Kris Tom for ELA and High Impact Math Training. Teachers will also continue to provide Designated English Language support during the school day for 45 minutes, 4 days a week with five Bilingual Instructional aide support and will be provided substitute teachers for data analysis and collaboration. Students in Tier 2 ELA instruction will be monitored every 4-6 weeks in Grade Level Collaboration meetings using the SST online system.

At the start of the 2019-2020 school year a thorough examination of the 2018-2019 CAASPP results was conducted. Overall, ELA made small gains and Math declined slightly. As stated above, the focus for the 2019-2010 school year will be to target best first instruction and provide teachers with professional development in the areas of ELA and and High Impact Math. Each grade level will be receive 3 days of professional development in High Impact Math and one day in ELA.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

Students with Disabilities, Socioeconomic Disadvantaged and Hispanic sub-groups continue to perform below their other sub-groups in both ELA and Math. While Students with Disabilities have made increases over the past 2 years they continue to perform far below their grade level peers.

During the 2019-2020 school year, Sunny Sands will continue to have Special Education teachers collaborate with their General Education colleagues and provide opportunities for Students with Disabilities to be main streamed and exposed to grade level materials. Also, Students with Disabilities will participate with the McCallum Aesthetic Learning Institute along side the grade level, General Education peers. Special Education Teachers will attend Rigor training with Consultant Kris Tom for ELA , High Impact Math Training and be provided access to General Education Curriculum in Wonders ELA and Bridges Math. In addition, Teachers will also continue to provide Designated English Language support during the school day for 45 minutes, 4 days a week with five Bilingual Instructional aide support and will be provided substitute teachers for data analysis and collaboration.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.66%	0.55%	3	5	4
African American	1.8%	1.44%	1.38%	14	11	10
Asian	1.2%	0.92%	0.55%	9	7	4
Filipino	5.3%	5.38%	4.55%	41	41	33
Hispanic/Latino	81.8%	82.41%	84.02%	628	628	610
Pacific Islander	%	%	%			
White	6.6%	5.64%	6.2%	51	43	45
Multiple/No Response	%	%	%			
Total Enrollment				768	762	726

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	101	138	145
Grade 1	117	89	120
Grade 2	115	125	99
Grade3	130	119	115
Grade 4	151	140	116
Grade 5	154	151	131
Total Enrollment	768	762	726



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	382	338	298	49.7%	44.4%	41.0%
Fluent English Proficient (FEP)	50	81	94	6.5%	10.6%	12.9%
Reclassified Fluent English Proficient (RFEP)	34	76	55	7.8%	19.9%	16.3%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	119	115	132	118	115	132	118	115	99.2	99.2	100
Grade 4	155	134	117	153	133	117	153	133	117	98.7	99.3	100
Grade 5	159	149	132	158	148	132	158	148	132	99.4	99.3	100
All Grades	447	402	364	443	399	364	443	399	364	99.1	99.3	100

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2406.	2420.	2412.	15.91	21.19	13.91	25.00	22.88	20.87	26.52	32.20	33.91	32.58	23.73	31.30
Grade 4	2476.	2452.	2477.	28.76	21.80	28.21	30.07	17.29	24.79	14.38	21.80	23.93	26.80	39.10	23.08
Grade 5	2493.	2509.	2513.	17.09	22.97	28.03	34.18	31.08	25.00	23.42	22.30	22.73	25.32	23.65	24.24
All Grades	N/A	N/A	N/A	20.77	22.06	23.63	30.02	24.06	23.63	21.22	25.06	26.65	27.99	28.82	26.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	21.19	17.39	45.45	54.24	52.17	36.36	24.58	30.43
Grade 4	27.45	22.56	28.21	49.67	48.12	49.57	22.88	29.32	22.22
Grade 5	21.52	22.97	31.82	53.16	50.00	43.94	25.32	27.03	24.24
All Grades	22.57	22.31	26.10	49.66	50.63	48.35	27.77	27.07	25.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.42	18.64	13.04	53.03	46.61	53.91	29.55	34.75	33.04
Grade 4	30.72	18.05	27.35	46.41	42.11	52.14	22.88	39.85	20.51
Grade 5	27.85	33.78	33.33	44.94	41.22	43.18	27.22	25.00	23.48
All Grades	25.73	24.06	25.00	47.86	43.11	49.45	26.41	32.83	25.55



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.39	10.17	14.78	62.88	75.42	74.78	22.73	14.41	10.43
Grade 4	20.26	12.78	18.80	56.21	69.92	66.67	23.53	17.29	14.53
Grade 5	10.76	15.54	28.03	65.19	61.49	51.52	24.05	22.97	20.45
All Grades	15.12	13.03	20.88	61.40	68.42	63.74	23.48	18.55	15.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	25.42	9.57	50.00	46.61	62.61	31.82	27.97	27.83
Grade 4	37.91	28.57	18.80	44.44	39.85	62.39	17.65	31.58	18.80
Grade 5	25.32	42.57	28.79	51.27	35.81	50.76	23.42	21.62	20.45
All Grades	27.54	32.83	19.51	48.53	40.35	58.24	23.93	26.82	22.25

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	119	115	133	119	115	133	119	115	100	100	100
Grade 4	155	134	117	153	133	117	153	133	117	98.7	99.3	100
Grade 5	159	149	132	158	148	132	158	148	132	99.4	99.3	100
All Grades	447	402	364	444	400	364	444	400	364	99.3	99.5	100

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2422.	2421.	12.78	17.65	13.04	30.83	29.41	29.57	29.32	30.25	28.70	27.07	22.69	28.70
Grade 4	2481.	2452.	2476.	23.53	15.04	19.66	30.07	19.55	26.50	23.53	33.83	30.77	22.88	31.58	23.08
Grade 5	2495.	2518.	2512.	21.52	27.70	19.70	19.62	21.62	21.97	28.48	23.65	36.36	30.38	27.03	21.97
All Grades	N/A	N/A	N/A	19.59	20.50	17.58	26.58	23.25	25.82	27.03	29.00	32.14	26.80	27.25	24.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.56	27.73	26.96	41.35	42.02	35.65	33.08	30.25	37.39
Grade 4	35.95	21.05	33.33	33.99	32.33	35.90	30.07	46.62	30.77
Grade 5	26.58	31.76	26.52	33.54	33.11	44.70	39.87	35.14	28.79
All Grades	29.50	27.00	28.85	36.04	35.50	39.01	34.46	37.50	32.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.53	18.49	20.87	50.38	48.74	50.43	36.09	32.77	28.70
Grade 4	28.10	18.05	18.80	41.83	42.86	49.57	30.07	39.10	31.62
Grade 5	20.89	25.68	19.70	41.77	44.59	49.24	37.34	29.73	31.06
All Grades	21.17	21.00	19.78	44.37	45.25	49.73	34.46	33.75	30.49



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.55	21.01	16.52	53.38	58.82	56.52	27.07	20.17	26.96
Grade 4	27.45	18.80	27.35	45.75	42.11	44.44	26.80	39.10	28.21
Grade 5	14.56	26.35	14.39	53.80	50.00	59.09	31.65	23.65	26.52
All Grades	20.50	22.25	19.23	50.90	50.00	53.57	28.60	27.75	27.20

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1436.7		1443.8		1420.0		67	
Grade 1	1478.8		1471.1		1485.9		34	
Grade 2	1497.1		1494.4		1499.3		56	
Grade 3	1505.1		1494.5		1515.3		48	
Grade 4	1513.0		1501.4		1524.2		47	
Grade 5	1528.9		1511.4		1546.0		29	
All Grades							281	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.33		32.84		31.34		*		67	
1	50.00		*		*		*		34	
2	57.14		32.14		*		*		56	
3	*		52.08		*		*		48	
4	*		53.19		*		*		47	
5	*		51.72		*		*		29	
All Grades	35.59		40.93		17.79		5.69		281	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.85		46.27		20.90		*		67	
1	55.88		32.35		*		*		34	
2	67.86		21.43		*		*		56	
3	39.58		33.33		*		*		48	
4	36.17		38.30		*		*		47	
5	48.28		37.93		*		*		29	
All Grades	45.20		35.23		14.59		4.98		281	



Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.84		19.40		32.84		*		67	
1	47.06		*		*		*		34	
2	48.21		23.21		21.43		*		56	
3	*		47.92		*		27.08		48	
4	*		38.30		29.79		*		47	
5	*		58.62		*		*		29	
All Grades	29.89		32.74		23.84		13.52		281	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.18		34.33		*		67	
1	70.59		*		*		34	
2	71.43		26.79		*		56	
3	29.17		64.58		*		48	
4	34.04		59.57		*		47	
5	*		68.97				29	
All Grades	51.96		44.48		*		281	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.87		56.72		16.42		67	
1	52.94		38.24		*		34	
2	62.50		35.71		*		56	
3	54.17		29.17		*		48	
4	53.19		29.79		*		47	
5	58.62		37.93		*		29	
All Grades	49.47		39.15		11.39		281	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.39		65.67		*		67	
1	58.82		32.35		*		34	
2	51.79		35.71		*		56	
3	*		56.25		33.33		48	
4	*		59.57		23.40		47	
5	*		75.86		*		29	
All Grades	28.83		54.09		17.08		281	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.18		*		20.90		67	
1	47.06		47.06		*		34	
2	50.00		41.07		*		56	
3	39.58		52.08		*		48	
4	51.06		44.68		*		47	
5	48.28		51.72				29	
All Grades	51.25		39.15		9.61		281	



# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
762	87.7%	44.4%	0.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	338	44.4%
Foster Youth	1	0.1%
Homeless	70	9.2%
Socioeconomically Disadvantaged	668	87.7%
Students with Disabilities	64	8.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.4%
American Indian	5	0.7%
Asian	7	0.9%
Filipino	41	5.4%
Hispanic	628	82.4%
Two or More Races	27	3.5%
White	43	5.6%

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

All students at Sunny Sands will be prepared to graduate high school by mastering grade level Common Core Standards and participating in activities that will prepare them with academic and technical skills necessary for college and career readiness.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL): Orange(-6.4) - Low - Maintained - .3 English Learners (EL) : Yellow(-11.6) - Low - Increased - (+5.7) Hispanic (Hisp) :Orange(-14.9) - Low - Maintained - (1.6) African American (AA) : N/A Socioeconomically Disadvantaged (SED): Orange(-15.2) -Low - Maintained - (2.3) Students with Disabilities (SWD): Orange(-98.1) -- Very Low - Increased - (+6.9)
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL): Yellow(-17) - Medium -Maintained - -2.1 English Learners (EL): Green(-22.4) - Medium - Declined -- -4.6 Hispanic (Hisp): Orange(-25.7) - Low - Maintained - -1 African American (AA): N/A Socioeconomically Disadvantaged (SED) :Orange(-25.2) - Low - Maintained - -.5 Students with Disabilities (SWD): Orange(-98.1) - Very Low -- Increased - +20.4



Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
California School Dashboard - English Learner Progress Indicator (ELPI)	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline ELPAC Results:</p> <p>Well Developed: 35.6%  Moderately Developed: 40.9%  Somewhat Developed: 17.8%  Beginning Stage: 5.7%</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 19.9%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL): Standard Exceeded- 21.9% Standard Met: 22.8%</p> <p>English Learners (EL): Standard Exceeded- 8.5% Standard Met: 23.4%</p> <p>Hispanic (Hisp): Standard Exceeded: 16.49% Standard Met: 22.68%</p> <p>African American (AA): N/S</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
		Socioeconomically Disadvantaged (SED): Standard Exceeded- 19.05% Standard Met: 24.76% Students with Disabilities (SWD)Standard Exceeded-0% Standard Met: 8.3%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL): 76.3%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance: Sunny Sands is 100% in Williams Compliance.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Substitute teachers will be provided when needed during the school year so that classroom teachers can participate in meetings and events that focus on analyzing student achievement, best teaching practices and strategies and/or provide enriching activities that support on-going student achievement.	Substitutes were provided throughout the school year so that teachers could attend SST meetings and conferences with parents. During these meetings student academic data was reviewed and appropriate strategies were planned, implemented and monitored through out the school year.	Substitute Teachers 5700-5799: Transfers Of Direct Costs Title I 6200.00	Substitute Teachers 5700-5799: Transfers Of Direct Costs Title I 3936.00
Fund a site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach to organize and provide Tier I & Tier II reading support and coordinate the Inter-Generational Tutoring program. TOSA will also be responsible for coordinating all state testing and paperwork and will work with teachers to provide appropriate ELA, ELD and Math focused instruction	TOSA provided Tier 2 support for students in grades 2, 3 and 5 and also organized additional Tier 2 reading groups in grades K-5. TOSA also worked with volunteers who read one-on-one with students each week. TOSA also completed GATE testing, assisted in ELPAC & SBAC training of teachers and provided small group administration of these tests. TOSA also worked each week with	Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 79185.00  Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I 79185.00	Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 79150.00  Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I 79150.00



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
that includes best teaching strategies and practices that support student achievement.	grade levels to monitor student data and to adjust Tier 2 intervention groups when appropriate.		
Materials and supplies will be purchased in order to support and supplement Core instruction in ELA, ELD, Math and Technology.	Various materials and supplies were provided through-out the school year to help support academic achievement. Items such as ink cartridges, additional math manipulatives and reading materials were purchased to support student learning.	Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies Title I 7763.00	Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies Title I 4589.74
		Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies LCFF 3127.00	Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies LCFF 6668.00
Provide Bilingual Paraprofessionals to work with and provide support to English learners in developing vocabulary, background information, and supporting core classroom instruction so that students can master grade level Common Core Standards.	Bilingual Paraprofessionals supported students during Designated English Language Development time and also provided small group Tier 2 intervention for students who were struggling in reading.	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF 75378.0	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF 71153.90
Teachers and students will participate in the McCallum Theatre's Aesthetic Education Program. Students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of Common Core Standards. Teachers will attend the Summer Session at the McCallum Theatre that supports the implementation of the	Students and teachers in Grades 1-5 worked with McCallum Teaching Artist to provide 2 units of study for each grade level. Units of study provided students with opportunities to experience and analyze the Fine Arts while also learning new vocabulary and critical thinking skills that support student learning in the classroom.  In June, teachers attended a one day follow-up professional	McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF 10500.0	McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF 10500.00
		Teacher Extra Duty Stipends to attend Professional Development Summer Session 1000-1999: Certificated Personnel Salaries Title I 8837.00	Teacher Extra Duty Stipends to attend Professional Development Summer Session 1000-1999: Certificated Personnel Salaries Title I 8837.00



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Aesthetic Education Program.	development course with the McCallum Learning institute which will support the Units of Study for the 2019-2020 school year and provide teachers with in-sight to the critical thinking skills and analyses that will be expected of students in the coming school year.		
Standards based and district approved software programs will be purchased school wide to assist Teachers and Students with daily instruction and intervention in ELA, ELD and Math. The school website will also be supported to maintain communication with parents, students and the community.	Read Naturally Live was purchased as a Tier 2 Reading intervention program for students in Grades 2-5 and was used consistently through-out the 2018-2019 school year.  Accelerated Reader was also purchased for students in Grades 2-5 as a way to monitor and track students reading and comprehension abilities.	Software licenses for Read Naturally, 5800: Professional/Consulting Services And Operating Expenditures Title I 2470.00  Software licenses for Accelerated Reader 5800: Professional/Consulting Services And Operating Expenditures LCFF 6410.00	Software licenses for Read Naturally, 5800: Professional/Consulting Services And Operating Expenditures Title I 2470.00  Software licenses for Accelerated Reader 5800: Professional/Consulting Services And Operating Expenditures LCFF 6410.00
Teachers will schedule and provide enrichment and/or intervention programs for students either during the school day, and/or before or after school school and will support ELA and Math Common Core Standards.	Teachers have provided after school enrichment activities in the form of Musical Theatre and Talent Show performances.  Teachers have also provided before or after school intervention for students in grades 2-5 that supported both ELA and Math.	Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 3682.00  Teacher Extra Duty 1000-1999: Certificated Personnel Salaries Title I 15955.00	Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 3682.00  Teacher Extra Duty 1000-1999: Certificated Personnel Salaries Title I 12992.53

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Review of DIBELS Benchmark data show that students are making growth in Reading. The District Benchmarks show that students are performing at or above District averages compared to other schools. Based on these results, having a TOSA and Bilingual Paraprofessionals providing Tier 2 support and support during Designated English Language Development time, as well as the use of the Read Naturally Live and Accelerated Readers show that these supports and



services are supporting student achievement. Having enrichment and intervention activities, such as the McCallum, Musical Theatre, The Talent Show and before and after school classes supports learning that's taking place in the classroom and encourages students to come to school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The expenditures for the Bilingual aide positions came out lower based because of one bilingual aide resigning their position and substitute aides filled in through-out the school year with the regular aides were out sick.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2019-2020 school year, actions to meet the academic needs of students and to close the achievement gap of students are not changing however the focus of intervention will be to highly focus and target the instructional weaknesses of students. Data taken from Dreambox, Lexia, DIBELS and AR tests will be used to help fine tune the Math and ELA interventions for students attending before or after school interventions and to track their progress. The site TOSA will begin providing targeted Math intervention for students in Grades 3-5 in addition to the ELA support she currently provides and a TK teacher will continue to provide additional Tier 2 targeted ELA interventions in the afternoon for students in Grades 1 & 2. The Read Naturally Live program will continue to be used in Grades 2-5 for Tier 2 ELA intervention during the day and will also be expanded to before and after school intervention classes. The McCallum Aesthetic Learning Institute will continue to be used to support students in grades 1-5 in the development of critical thinking skills, increased vocabulary, and analytical skills by participating in two units of study in the Fine Arts. While not listed as an action because the services are being paid for by the district, teachers in grades K-5 will participate in continued ELA rigor training and will attend 3 days of High Impact Math training provided by outside consultants that will support student academic achievement.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

Sunny Sands will collaborate with families and provide parents with educational and volunteer opportunities that will help support student engagement and learning.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL): 96.10%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL): Green (5.6%) - Medium - Declined -.8% English Learner (EL): Green (3.5%) - Low - Declined- -.7% Hispanic (Hisp): Yellow(5.4%) - Medium - Maintained - -.03% African American (AA): No color(18.2%) - High - increased - 11% Socioeconomically Disadvantaged (SED): Green(6.1%) - Medium - Declined - -.6% Students with Disabilities (SWD): Green(6.2%) - Medium - Declined - 5.1%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: 95% All Students (ALL): 97% Elementary School Students (ES): 75% English Learner (EL): 77% Hispanic (Hisp): 96%

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
A Community Liaison will attend, educate and provide support for parents regarding educational issues and	A Community Liaison has attended, educated and provided support for parents regarding educational issues and	Community Liaison Salary 2000-2999: Classified Personnel Salaries	Community Liaison Salary 2000-2999: Classified Personnel Salaries



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
concerns during parent conferences, at Title 1 and ELAC Meetings and Parent Institutes. The community liaison will translate school newsletters, Weekly Important Dates Calendar, and all other home/school communications. The Community Liaison will work directly with students on a daily basis to provide academic support for students and help to organize the following students services: vision & hearing screening, Borrego Springs Dental Van, counseling referrals, SST meetings, and SART/SARB Meetings. The Community Liaison will help to monitor student attendance, make home visits as needed, and work with students and mentors in our Community mentoring program. The Community Liaison will also work with staff to provide Parent Education classes during the school year.	concerns during parent conferences, at Title 1 and ELAC Meetings and Parenting Classes. The community liaison translated school newsletters, Weekly Important Dates Calendar, and all other home/school communications. The Community Liaison also worked directly with students on a daily basis to provide academic support and helped to organize the following students services: vision & hearing screening, Borrego Springs Dental Van, counseling referrals, SST meetings, and SART/SARB Meetings. The Community Liaison helped to monitor student attendance, make home visits as needed, and worked with students and mentors in our Community mentoring program.	LCFF 40214.00	LCFF 39941.00
Site Administrators will schedule and teachers will provide Family and Parent Education Nights, Back to School Nights, Student Success Team Meetings and parent conference weeks. Site Administrators will also schedule and support Title 1, GATE, ELAC and PTG meetings as well as School Site Council Meetings.	Family nights and Parent Education Nights were planned throughout the school year as well as two Back to School Nights. SST team meetings were scheduled on a monthly and bi-monthly basis. Title 1 meetings were also scheduled and corresponded with Back to School Nights. PTG meetings were the third Monday of each month.	Teacher Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1217.00	Teacher Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1653.00
Provide Parent Education and supervision during Parent Education nights, School Site Council	Supervision was provided during parent education nights, School Site	Classified Extra Duty Salary	Classified Extra Duty Salary



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Meetings, ELAC Meetings, Parenting classes and other Parent School related meetings.	Council, Back to School Nights, and ELAC.	2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1997.00	2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1595.57
Provide parents with training and support regarding initial CELDTs. ELPAC and SBAC via ELAC, parent nights, School Site Council, PTG, Parent Conferences and other school events.	Bilingual Aides provided translation during parent conferences as their extra duty but the majority of the cost was picked up by the District.	Bilingual Aides--Extra Duty 2000-2999: Classified Personnel Salaries LCFF 2279.00	Bilingual Aides--Extra Duty 2000-2999: Classified Personnel Salaries LCFF 354.00

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the actions aligned to this goal were successful. Sunny Sands had a 96.10% of students attending school on a regular basis and had a low Chronic Absentee rate of 5.6 %. The Community Liaison, through her translations and sending out the Important Dates Calendar, parents were able to attend various school sponsored events and activities. Having Bilingual aides available for translation during parent conferences was a key component of having a high parent attendance rates during both sessions. Teachers and staff provided parent education opportunities after school with many parents in attendance at each event.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The cost of the Bilingual Aides extra duty was significantly lower because the district paid for the cost for translation during parent conference weeks. The savings was used to purchase equipment and supplies for classrooms.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to the actions are planned for the 2019-2020 school year. Based on the current data available none are needed.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Sunny Sands will provide students with a clean, healthy, physically and emotionally safe learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL): Green(.9%) - Low - Maintained - (-.2%) English Learner (EL): Green(.6%) - Low - Maintained - (-.2%) Hispanic (Hisp): Green (.9%) - Low - Maintained - (-.1%) African American (AA): No Color(0%) - Very Low - Maintained - (0%) Socioeconomically Disadvantaged (SED): Green(1%) - Low - Declined - (-.3%) Students with Disabilities (SWD)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<b>Expulsion Rate Targets</b> ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	<b>Expulsion Rates</b> All Students (ALL): Maintained under 0% English Learner (EL): Maintained under 0% Hispanic (Hisp): Maintained under 0% African American (AA): Maintained under 0% Socioeconomically Disadvantaged (SED): Maintained under 0% Students with Disabilities (SWD): Maintained under 0%
Panorama Survey - School Connectedness All students EL AA Hisp SED	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: 81% All students: 77% EL: 79% AA: N/A Hisp: 77%



Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: 67% All students: 72% EL: 72% AA: N/A Hisp: 73%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results: Sunny Sands has maintained 100% Williams Facilities Compliance.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional playground supervision will be provided before school, during lunch and after school.	The school is providing 6.5 additional hours of supervision at lunch times and before school. This pays for 3 additional part-time supervision aides.	Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 20704.00	Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 21048.90
On-Site individual and group counseling sessions will be provided to students with behavioral and/or emotional difficulties which may impact academic performance and attendance in school.	The school is providing counseling 4 days a week for students who need support with family or personnel issues that may be affecting attendance and academic performance.	School Counselor 5000-5999: Services And Other Operating Expenditures Title I 40000.00	School Counselor 5000-5999: Services And Other Operating Expenditures Title I 40000.00

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With 3 additional supervision aides providing coverage on the playground and in the lunchroom, the number of office referrals during lunch times has been reduced. The School Counselor has been providing services and supports to over 89 students at Sunny Sands and provides them with coping strategies, and social skills which helps with encouraging students to come to school and the reduced number of Suspensions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences in proposed budget allocation and expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2019-2020 school year, the site budget will fund a School Counselor for two days a week and will students who need therapy related to issues taking place at home. The district will be paying for the expense of a full time counselor on site and will save the school site \$10,000 dollars that will be used to fund Bilingual Instructional aide positions.





# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

All students at Sunny Sands will be prepared to graduate high school by mastering grade level Common Core Standards and participating in activities that will prepare them with academic and technical skills necessary for college and career readiness.

### LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

### Identified Need

1. Overall in ELA Sunny Sands remains 6.4 points below standards and in Math 17 points below standard indicating a need to improve first instruction and to support students through targeted intervention.
2. English Learners are performing 11.6 points below the standard in ELA and 22.4 points below standard in Math compared to their grade level peers which indicates more EL support during Designated English Language Time and during classroom instruction.
3. Students with Disabilities are performing 98.1 points below the standard in both ELA and Math and while they increased their performance last year they are still far below their General Education peers which indicates more targeted intervention is needed.
4. All student groups with the exception of Whites and Filipino declined in their performance in both ELA and Math.
5. This is the first year for the ELPI indicator. Results reported are baseline.
6. Sunny Sands current reclassification rate is 19.9% and while it is above the county and state average, there are still a large number of English Learners that are not meeting the academic criteria to be reclassified.
7. End of the Year Benchmark #3 data for 3rd grade indicate that 12.4% of 3rd grade students still needed intensive support and 11.5% needed strategic support in Reading.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL): Orange(-6.4) - Low - Maintained - (.3) English Learners (EL): Yellow(-11.6) - Low - Increased - (+5.7) Hispanic (Hisp):Orange(-14.9) - Low - Maintained - (1.6) African American (AA): N/A Socioeconomically Disadvantaged (SED): Orange(-15.2) -Low - Maintained - (2.3) Students with Disabilities (SWD): Orange(-98.1) -- Very Low - Increased - (+6.9)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL): Orange(-6.4) - Low - Maintained - (+3) English Learners (EL): Yellow(-11.6) - Low - Increased - (+3) Hispanic (Hisp):Orange(-14.9) - Low - Maintained - (+3) African American (AA): N/A Socioeconomically Disadvantaged (SED): Orange(-15.2) -Low - Maintained - (+3) Students with Disabilities (SWD): Orange(-98.1) -- Very Low - Increased - (+3)



Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL): Yellow(-17) - Medium -Maintained - -(2.1) English Learners (EL): Green(-22.4) - Medium - Declined -- (-4.6) Hispanic (Hisp): Orange(-25.7) - Low - Maintained - (-1) African American (AA): N/A Socioeconomically Disadvantaged (SED) :Orange(-25.2) - Low - Maintained - (-.5) Students with Disabilities (SWD): Orange(-98.1) - Very Low -- Increased - +20.4	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL): Yellow(-17) - Medium -Maintained - - (+3) English Learners (EL): Green(-22.4) - Medium - Declined -- -(+3) Hispanic (Hisp): Orange(-25.7) - Low - Maintained - (+3) African American (AA): N/A Socioeconomically Disadvantaged (SED) :Orange(-25.2) - Low - Maintained - (+3) Students with Disabilities (SWD): Orange(-98.1) - Very Low -- Increased - (+3)
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) (Color - Status - Level - Change) Baseline ELPAC Results:  Well Developed: 35.6% Moderately Developed: 40.9% Somewhat Developed: 17.8% Beginning Stage: 5.7%	California School Dashboard - English Learner Progress Indicator (ELPI)  Baseline ELPAC Results:  Well Developed: 35.6% Moderately Developed: 40.9% Somewhat Developed: 17.8% Beginning Stage: 5.7%  *Goal is to meet or exceed previous previous results.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 19.9%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 20.9%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL): Standard Exceeded- 21.9% Standard Met:22.8% English Learners (EL): Standard Exceeded- 8.5% Standard Met: 23.4% Hispanic (Hisp): Standard Exceeded: 16.49% Standard Met: 22.68% African American (AA): N/S Socioeconomically Disadvantaged (SED): Standard Exceeded- 19.05% Standard Met: 24.76% Students with Disabilities (SWD)Standard Exceeded-0% Standard Met: 8.3%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL): Increase of Standard Met & Standard Exceeded by 3% English Learners (EL): Increase of Standard Met & Standard Exceeded by 3% Hispanic (Hisp): Increase of Standard Met & Standard Exceeded by 3% African American (AA): N/S Socioeconomically Disadvantaged (SED): Increase of Standard Met & Standard Exceeded by 3% Students with Disabilities (SWD): Increase of Standard Met & Standard Exceeded by 3%

Metric/Indicator	Baseline	Expected Outcome
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL): 76.3%	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL): 80.3%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance; Sunny Sands is 100% in compliance with the Williams Act.	Williams Textbook/Materials Compliance: Maintain 100% compliance on Williams.

## Planned Strategies/Activities

### Strategy/Activity 1

Substitute teachers will be provided when needed during the school year so that classroom teachers can participate in meetings and events that focus on analyzing student achievement, best teaching practices and strategies and/or provide enriching activities that support on-going student achievement.

#### Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Students with Disabilities

#### Timeline

July 1, 2019 -June 30, 2020

#### Person(s) Responsible

School Administration

#### Proposed Expenditures for this Strategy/Activity

Amount	6000.00
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitute Teachers

### Strategy/Activity 2

Fund a site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach to organize and provide Tier I & Tier II reading support and coordinate the Inter-Generational Tutoring program. TOSA will also be responsible for coordinating all state testing and paperwork and will work with teachers to provide appropriate ELA, ELD and Math focused instruction that includes best teaching strategies and practices that support student achievement.

#### Students to be Served by this Strategy/Activity

- ☒ All

#### Timeline



July 1, 2019 -June 30, 2020

**Person(s) Responsible**

School Administration

**Proposed Expenditures for this Strategy/Activity**

Amount 81389.00

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Teacher on Special Assignment

Amount 81389.00

Source Title I

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Teacher on Special Assignment

**Strategy/Activity 3**

Materials and supplies will be purchased in order to support and supplement Core instruction in ELA, ELD, Math and Technology.

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

July 1, 2019 -June 30, 2020

**Person(s) Responsible**

School Administration

**Proposed Expenditures for this Strategy/Activity**

Amount 4999.00

Source Title I

Budget Reference 4000-4999: Books And Supplies

Description Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials,etc.

Amount 18223.00

Source LCFF

Budget Reference 4000-4999: Books And Supplies

Description Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials,etc.

## Strategy/Activity 4

Provide Bilingual Paraprofessionals to work with and provide support to English learners in developing vocabulary, background information, and supporting core classroom instruction so that students can master grade level Common Core Standards.

### Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Low Income

### Timeline

July 1, 2019 -June 30, 2020

### Person(s) Responsible

School Administration

### Proposed Expenditures for this Strategy/Activity

Amount 25554.00

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

Description Bilingual Aides

Amount 27019.00

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

Description Bilingual Aides

## Strategy/Activity 5

Teachers and students will participate in the McCallum Theatre's Aesthetic Education Program. Students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of Common Core Standards. Teachers will attend the Summer Session at the McCallum Theatre that supports the implementation of the Aesthetic Education Program.

### Students to be Served by this Strategy/Activity

- ☒ All
- ☒ Specific Student Groups:  
Grades 1-5

### Timeline

July 1, 2019 -June 30, 2020

### Person(s) Responsible

Teachers and School Administration.

### Proposed Expenditures for this Strategy/Activity

Amount 10080.0



<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	McCallum Aesthetic Learning Institute

## Strategy/Activity 6

Standards based and district approved software programs will be purchased school wide to assist Teachers and Students with daily instruction and intervention in ELA, ELD and Math. The school website will also be supported to maintain communication with parents, students and the community.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 -June 30, 2020

### Person(s) Responsible

Teachers and School Administration.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2800.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Software licenses for Read Naturally Live
<b>Amount</b>	9281.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Software licenses for Accelerated Reader and BrainPop

## Strategy/Activity 7

Teachers will schedule and provide enrichment and/or intervention programs for students either during the school day, and/or before or after school school that will support ELA and Math Common Core Standards.

### Students to be Served by this Strategy/Activity

- ☒ English Learner  
☒ Students with Disabilities  
☒ All

### Timeline

July 1, 2019 -June 30, 2020

### Person(s) Responsible

Teachers and School Administration.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6156.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Extra Duty
<b>Amount</b>	2000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitute Costs for Academic Achievement and Enrichment activities during the school day.



# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Sunny Sands will collaborate with families and provide parents with educational and volunteer opportunities that will help support student engagement and learning.

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

### Identified Need

1. While a little over 96% of Sunny Sands students attend school on a regular basis there is still approximately 5.6% of students who are chronically absent that need follow-up.
2. Per the Panorama Survey Student results only 80% of our students feel like they are connected to the School which leave 20% of students that need support.
3. While 98% of our parents feel connected to the school, Sunny Sands needs to continue to make sure that families feel a part of the school community.
4. Continue to stress the positives of attending school on a regular basis in order to maintain and improve the 96% of students that currently do attend on a regular basis.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL): 96.10%	Student Attendance Rates All Students (ALL): 96.20%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL): Green (5.6%) - Medium - Declined -.8% English Learner (EL): Green (3.5%) - Low - Declined- -.7% Hispanic (Hisp): Yellow(5.4%) - Medium - Maintained - -.03% African American (AA): No color(18.2%) - High - increased - 11% Socioeconomically Disadvantaged (SED): Green(6.1%) - Medium - Declined - -.6% Students with Disabilities (SWD): Green(6.2%) - Medium - Declined - (5.1%)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL): Green (5.6%) - Medium - Declined - (-.3%) English Learner (EL): Green (3.5%) - Low - Declined- (-.3%) Hispanic (Hisp): Yellow(5.4%) - Medium - Maintained - (-.3%) African American (AA): No color(18.2%) - High - increased (-.3%) Socioeconomically Disadvantaged (SED): Green(6.1%) - Medium - Declined - (-.3%) Students with Disabilities (SWD): Green(6.2%) - Medium - Declined - (-.3%)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL): 97%	Family School Connectedness via Panorama Family Climate Survey:

Metric/Indicator	Baseline	Expected Outcome
Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Elementary School Students (ES): 75% Middle School Students (MS): N/A High School Students (HS): N/A English Learner (EL): 77% Hispanic (Hisp): 96% African American (AA): N/A	*Primary goal is to meet or exceed 2018 rate. All Students (ALL): 98% Elementary School Students (ES): 80% English Learner (EL): 80% Hispanic (Hisp): 97%

## Planned Strategies/Activities

### Strategy/Activity 1

A Community Liaison will attend, educate and provide support for parents regarding educational issues and concerns during parent conferences, at Title 1 and ELAC Meetings and Parent Institutes. The community liaison will translate school newsletters, Weekly Important Dates Calendar, and all other home/school communications. The Community Liaison will work directly with students on a daily basis to provide academic support for students and help to organize the following students services: vision & hearing screening, Borrego Springs Dental Van, counseling referrals, SST meetings, and SART/SARB Meetings. The Community Liaison will help to monitor student attendance, make home visits as needed, and work with students and mentors in our Community mentoring program. The Community Liaison will also work with staff to provide Parent Education classes during the school year.

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

July 1, 2019-June 30, 2020

#### Person(s) Responsible

School Administration

#### Proposed Expenditures for this Strategy/Activity

Amount	44164.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Community Liaison Salary

### Strategy/Activity 2

Site Administrators will schedule and teachers will provide Family and Parent Education Nights, Back to School Nights, Student Success Team Meetings and parent conference weeks. Site Administrators will also schedule and support Title 1, GATE, ELAC and PTG meetings as well as School Site Council Meetings.

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

July 1, 2019-June 30, 2020



**Person(s) Responsible**

Teachers and School Administration

**Proposed Expenditures for this Strategy/Activity**

Amount	1227.00
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty Salary

**Strategy/Activity 3**

Provide Parent Education and supervision during Parent Education nights, School Site Council Meetings, ELAC Meetings, Parenting classes and other Parent School related meetings.

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

July 1, 2019-June 30, 2020

**Person(s) Responsible**

Support Staff and School Administration

**Proposed Expenditures for this Strategy/Activity**

Amount	1910.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty Salary

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

Sunny Sands will provide students with a clean, healthy, physically and emotionally safe learning environment.

### LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

### Identified Need

1. Continue to maintain the low suspension rates and zero expulsion rates by providing students with coping strategies.
2. On the Panorama Survey only 75% of the students feel safe and only 80% of students feel a connectedness to school and counseling and extra supervision will help with these issues.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL): Green(.9%) - Low - Maintained - (-.2%) English Learner (EL): Green(.6%) - Low - Maintained - (-.2%) Hispanic (Hisp): Green (.9%) - Low - Maintained - (-.1%) African American (AA): No Color(0%) - Very Low - Maintained - (0%) Socioeconomically Disadvantaged (SED): Green(1%) - Low - Declined - (-.3%)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL): Green(.9%) - Low - Maintained - (-.3%) English Learner (EL): Green(.6%) - Low - Maintained - (-.3%) Hispanic (Hisp): Green (.9%) - Low - Maintained - (-.3%) African American (AA): No Color(0%) - Very Low - Maintained - (0%) Socioeconomically Disadvantaged (SED): Green(1%) - Low - Declined - (-.3%)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL): Maintained under 0% English Learner (EL): Maintained under 0% Hispanic (Hisp): Maintained under 0% African American (AA): Maintained under 0% Socioeconomically Disadvantaged (SED): Maintained under 0% Students with Disabilities (SWD): Maintained under 0%	Expulsion Rates All Students (ALL): Maintained under 0% English Learner (EL): Maintained under 0% Hispanic (Hisp): Maintained under 0% African American (AA): Maintained under 0% Socioeconomically Disadvantaged (SED): Maintained under 0% Students with Disabilities (SWD): Maintained under 0%



Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness All students: 77% EL: 79% AA: N/A Hisp: 77% SED: N/A	Panorama Survey - School Connectedness All students: 80% EL : 80% AA: N/A Hisp: 80% SED: N/A * Primary goal is to meet or exceed the 2018 ratings.
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety All students: 72% EL: 72% AA: N/A Hisp: 73% SED: N/A	Panorama Survey - School Safety All students: 75% EL: 75% AA: N/A Hisp: 75% SED : N/A * Primary goal is to meet or exceed the 2018 ratings.
Williams Facilities Inspection Results	Williams Facilities Inspection Results: 100% in compliance.	Williams Facilities Inspection Results: Maintain 100% compliance.

## Planned Strategies/Activities

### Strategy/Activity 1

Additional playground supervision will be provided before school, during lunch and after school.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

July 1, 2019 - June 30, 2020

### Person(s) Responsible

Site Administrators

### Proposed Expenditures for this Strategy/Activity

Amount	21030.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Yard Supervision Aides

### Strategy/Activity 2

Funding for a School Counselor for two days a week that will target students that are struggling with issues at home that can affect academic and school performance.

**Students to be Served by this Strategy/Activity**☒ All**Timeline**

July 1, 2019 - June 30, 2020

**Person(s) Responsible**

Site Administrator

**Proposed Expenditures for this Strategy/Activity****Amount**

30,000.00

**Source**

Title I

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Description**

Contracted School Counselor



# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*



# Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$155,344
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$373,221.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	152,207	0.00
Title I Part A: Parent Involvement	3,137	0.00
LCFF	217,877	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$152,207.00
Title I Part A: Parent Involvement	\$3,137.00

Subtotal of additional federal funds included for this school: \$155,344.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$217,877.00

Subtotal of state or local funds included for this school: \$217,877.00

Total of federal, state, and/or local funds for this school: \$373,221.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Quartez Wynn				X	
Freda Towner				X	
Christina Corona				X	
Juanita Tamayo				X	
Jamie Couch				X	
Pamela Horton	X				
Sheryl Lehmann		X			
Flori Trinidad		X			
Ramona Frost		X			
Luz Rocha			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature  
*Anna Corona*

Committee or Advisory Group Name

English Learner Advisory Committee

*Naren Calindo*

Other: School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 17, 2019.

Attested:

*Pamela Horton*  
*Luz M. Rocha*

Principal, Pamela Horton on 10/17/19

SSC Chairperson, Luz Rocha on 10/17/19

